

Preconference 2009 Teaching and Learning

We have requested a half-day Preconference Session on Tuesday July 7th to share teaching and learning results:

Five Minutes of Fame

A teaching incident or teaching practice that worked well; a pedagogical practice that was made possible or more effective because of the use Sakai.

Five Minutes of Shame

A teaching incident or teaching practice that failed; some problem that interfered with good teaching, and provided a lesson.

Five Minutes to Frame

A description of an upcoming Teaching & Learning conference session.

Presentation PowerPoint Template

UPDATE (6/17/09): I have uploaded a [new and final version](#) of the presentation template slides.

We have created a [General Template](#) for the workshop that outlines suggestions for what to include. All presenters should use this template and plan to send it to Josh Baron at josh.baron@marist.edu by Monday, June 29th.

Volunteer Participants (order and format to be determined):

Presenter	Institution	Topics (Incorporating effects on teaching and learning)
Steve Foehr		<i>Fame:</i> Starting to close the loop of Curriculum Development, Professional Development, Student Work, and Assessment. <i>Shame:</i> Don't underestimate change <i>Frame:</i> K12 is coming to Sakai
Josh Baron		<i>Fame:</i> Using project sites to support courses; Performance Portfolios <i>Shame:</i> Making faculty do their own course roster associations
Robin Hill	University of Wyoming	<i>Fame:</i> Manual account creation and course join, allowing flexibility in guest instructors <i>Shame:</i> Dropbox tool confused with eCollege Dropbox <i>Frame:</i> Databases for portfolios and other teaching
Sue Roig	Claremont Graduate University	<i>Fame:</i> 1. TWISA Award winners. 2. CUC population (students and faculty) each have account and access to project site creation. <i>Shame:</i> 1. Project sites - "Sustainability Group" everyone maintain role instead of giving specific permissions, one member deleted entire site; "Treasures site" confidentiality issue not understand groups and permissions. 2. Use of Sakai for international seminar, guests accounts not students, disastrous problem with access and guest accounts. <i>Frame:</i> Training in different modalities, Bootcamp in development.
Mathieu Plourde	University of Delaware	<i>Fame:</i> Using the Schedule Tool as a Syllabus (James Dean, English). <i>Shame:</i> First week in full production... <i>Frame:</i> Strategies to Support Your Users: Custom Documentation and Help Files & An Honest Look at Sakai: What Should We Tell Potential Adopters?
Kate Ellis & Madeleine Gonin	Indiana University - Bloomington	<i>Fame:</i> Collaborative Multimedia Projects <i>Shame:</i> Special Characters <i>Frame:</i> More presentations about process
Deb Boisvert /Mary Rubega		<i>Fame:</i> Using matrices, forms and portfolio to support K-8 portfolio work as means to demonstrate 21st Century literacy and ISTE NETS standards <i>Shame:</i> Publishing matrix after student work was added.
Martin Ramsay	Appalachian College Association / CEATH Company	<i>Fame:</i> Winning the Mellon Award for Technology Collaboration <i>Shame:</i> Losing Member Schools that don't see the value of Sakai <i>Frame:</i> Submitted, but pending ...
Whitten Smart	Texas State	<i>Fame:</i> Using podcasts to teach an online course <i>Shame:</i> upgrading system right before finals and failing.
Chuck Severance	Michigan	<i>Fame:</i> how I use Google App Engine to build simple tools in Sakai that function like Class Room Clickers so I can add interactivity to my lecture. <i>Shame:</i>
Cherry Stewart	University of New England (Australia)	<i>Fame:</i> Wiki work <i>Shame:</i> Testing Errors with 600 students <i>Frame:</i> Fifth Generation Distance Education: Who's Responsible

We are interested in diverse stories as long as they are described in terms of their effects on teaching and learning.